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ABSTRACT

As students move through high school, they are faced with decisions that will determine future opportunities and endeavors. This handbook provides parents with information on the knowledge, skills, and attitudes students in Alberta are expected to be able to demonstrate when they have completed their senior high school programs. Following introductory material, the handbook provides a program overview, including diploma requirements, a program planner and instructions, and descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprentice program, and distance learning. Next, the handbook describes the high school core courses: English Language Arts; Mathematics; Science; Social Studies; Career and Life Management; Physical Education; and Technology. Optional courses described are: career and technology studies; fine arts; second languages; and physical education. The handbook concludes with answers to frequently asked questions and a one-page questionnaire asking for feedback about the handbook. (HTH)

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Curriculum Handbook *for* **Parents**

1998–1999

SENIOR HIGH SCHOOL

C. Andrews

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Curriculum Handbook *for* **Parents**

1998–1999

SENIOR HIGH SCHOOL

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Message from the
Minister of Education

High school represents the time when young people begin to take on the responsibilities of adulthood. As students move through high school, they are faced with decisions that will determine future opportunities and endeavours.

The *Curriculum Handbook for Parents: Senior High School* outlines the different options students can choose to best suit their future needs. I hope this handbook will be one basis on which you and your children discuss what course of action they should take to achieve their goals.

I would like to thank the following school boards for their work toward development of this handbook: Canadian Rockies Regional Division, Foothills School Division, Golden Hills Regional Division and Rocky View School Division.

I am confident that you will find this handbook to be an extremely valuable resource for you and your children.

Gary G. Mar, Q.C.
Minister of Education

Introduction to the Senior High School Curriculum Handbook for Parents

This handbook provides parents with information on the knowledge, skills and attitudes students in Alberta are expected to be able to demonstrate when they have completed their senior high school programs. This handbook includes the major topics that students study in each subject, and is based on the Alberta Education *Program of Studies: Senior High School* and related curriculum documents. A print copy of the *Program of Studies* is kept in all Alberta senior high schools, and electronic copies are available for viewing and downloading from the Alberta Education web site at <http://ednet.edc.gov.ab.ca>.

Students in Alberta have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society. They are expected to assume an ever-increasing level of responsibility for their learning as they progress through senior high school.

At each grade level, students select courses to meet graduation requirements and build toward their future plans for further education and work/career goals. A senior high school diploma does not guarantee entrance into all post-secondary programs. **Students wishing to apply for post-secondary educational programs should begin early to make themselves aware of the entrance requirements, application deadlines and sources of funding at the institutions of their choice.**

Program Overview

In Alberta, the senior high school program is organized into three years of study, Grade 10 through Grade 12. Some students may take more, or less, than three years to complete their senior high school program. Students are required to stay in school up to age 16.

The Minister of Education prescribes the graduation requirements for senior high school students, as well as the outcomes that students are expected to achieve in each subject area, through documents called programs of study.

Programs of study are prepared in consultation with classroom teachers, school principals, students, parents, people from business and industry, other community members, superintendents of schools, school trustees, educational associations, post-secondary institutions, and other government departments. Alberta also is working with other provinces and territories, through the Western Canadian Protocol and Pan-Canadian Protocol for Collaboration on School Curriculum, to develop common learning outcomes for students. School boards and their staff determine the teaching methods and materials to be used in helping students achieve the outcomes in the provincial programs of study. Teachers regularly assess student progress and report to students, parents and school administrators.

Courses, Numbers and Sequences

Senior high school course numbers usually designate the grade level as well as the level of academic challenge. The numbers 10–19 designate Grade 10 courses, while the numbers 20–29 designate Grade 11 courses. The Grade 12 courses are designated by the numbers 30–39. Students may choose from alternative course sequences to meet the graduation requirements.

Courses numbered 10–20–30–31 are designed primarily for students planning on entering a university or particular programs in colleges and technical schools.

Courses numbered 13–23–33 are designed primarily for students planning on entering some programs in colleges, technical and trade schools or entering the work force.

Courses numbered 14–24 are designed primarily for students whose success in mathematics and/or science has been limited. Students taking these courses may be eligible for non-technical programs at post-secondary institutions.

Courses numbered 15–25–35 are locally developed.

Courses numbered 16–26–36 are designated for students entering the Integrated Occupational Program.

Most high school courses are offered for 3, 4 or 5 credits. A credit represents the knowledge, skills and attitudes that most students can achieve with approximately 25 hours of instruction.

Students may graduate from senior high school with an Alberta High School Diploma or a Certificate of Achievement—Integrated Occupational Program.

Planning for a student's senior high school experience and course selections should involve the school counsellor and or teachers, and the student. Planning should be based upon student achievement, realistic assessment of ability, and post-secondary and career goals.

Students are responsible for checking their credit status to ensure that the necessary courses and credits will be completed.

Alberta High School Diploma Program

Upon the completion of this program, students receive an Alberta High School Diploma. The minimum diploma requirements are outlined on page 3.

Provincial Diploma Examinations

Students registered in the following courses are required to write diploma examinations:

- Biology 30
- Chemistry 30
- English Language Arts 30
- English Language Arts 33
- Français 30 (francophone–French first language)
- Mathematics 30
- Mathematics 33
- Physics 30
- Science 30
- Social Studies 30
- Social Studies 33

To obtain credit, a student must write the appropriate diploma examination in these 30-level courses and obtain a final blended mark of 50% or higher. The final blended mark is the average of the school-awarded mark and the diploma examination mark.

Examinations are written at all senior high schools offering the diploma examination courses. Following the examination period, students will receive a results statement showing the most recent school-awarded mark, the current diploma examination mark, and the blended mark for each course. **It is the student's responsibility to arrange for rescoring, rewriting or appealing examination results. Information about this process is available at all senior high schools.**

Alberta High School Diploma Requirements

Credits	Minimum Alberta High School Diploma Requirements		
15	English 10-13	English 20-23	English 30-33
15	Social Studies 10-13	Social Studies 20-23	Social Studies 30-33
10	Mathematics 10-13-14	Mathematics 20-23-24	
10	Science 10-14	Science 20-24, Chemistry 20, Biology 20, Physics 20	
3	Physical Education 10		
3		CALM 20	
56	**Total Specified Credits**		
44	**Unspecified Credits**	10 credits must be 30-33 level, in addition to English and social studies, and 10 credits must be from fine arts, Physical Education 20-30, second languages, career and technology studies, or locally developed courses	
100	**Total Credits**		

Immersion/Bilingual Programs

Immersion language programs at the senior high school level are usually extensions of programs begun at the primary level, often called Early Immersion, or beginning in Grade 4 or at the junior high school level, often called Late Immersion. Bilingual programs are partial immersion programs.

French Immersion

This is a program in which French is the language of instruction for a significant part of the school day; that is, several or all subjects are taught in French. Immersion is designed for students whose first language is not French. The objective is full mastery of the English language, functional fluency in French, as well as an understanding and appreciation of the French culture. The expected outcome is related to the total amount of exposure to the language. At the senior high school level, immersion programs are usually extensions of Early or Late immersion programs, beginning in Kindergarten/Grade 1 and Grade 6/Grade 7 respectively. Students continue to take French language arts and receive instruction in French in at least one other 5-credit course. French language versions of most senior high school courses are available. Students taking courses that have diploma examinations may write these examinations in French or in English.

Partial Immersion (Bilingual) Programs

Students who are registered in French or Ukrainian partial immersion/bilingual programs are expected to follow the appropriate language arts course sequence: French Language Arts (FLA 10–20–30) or Ukrainian Language Arts (ULA 10–20–30).

The main goals of the programs are:

- to help students develop language competencies in oral communication (listening and speaking skills), reading and writing
- to help students understand social and cultural values in various contexts.

School districts may also develop language programs to meet local needs. Contact individual schools for information about the language programs they offer.

Certificate of Achievement Program

The Integrated Occupational Program (IOP) is a program of choice available in selected schools. The program begins in Grade 8, although students may also enter in Grades 9, 10 or 11, and continues through Grade 12. IOP is designed for students who require an integrated program that enhances their academic and occupational competencies and their abilities to enter into employment and/or post-secondary training directly from high school. Upon successful completion of the IOP students earn a Certificate of Achievement.

IOP is designed for students whose learning styles, abilities and needs are best met through an integrated, real-life approach to teaching and learning. The courses provide functional and practical, hands-on learning experiences. IOP students demonstrate reading, writing, computational and other levels of achievement below those of their age peers, which tends to make it difficult for them to experience success in a diploma program.

Students, upon successful participation in this program, may transfer to the diploma program. These students must then complete the necessary courses in order to obtain an Alberta High School Diploma. This will vary depending on the point at which the student transfers.

Eligible Courses and Credits * for the Certificate of Achievement	
A. IOP CORE Courses and (Credits)	Alternative Courses and (Credits)
English 16 (3), 26 (3), 36 (3)	A minimum of 10 credits in English, including 5 in English 23
Social Studies 16 (3), 26 (3)	Social Studies 13 (5)
Mathematics 16 (3)	Mathematics 14 (5) or Mathematics 13 (5)
Science 16 (3)	Science 14 (5)
TOTAL 21 CREDITS	TOTAL 25 CREDITS
B. Physical Education 10 (3) Career and Life Management 20 (3)	
C. IOP Occupational Courses A minimum of 40 credits from the occupational clusters: • agribusiness • business and office operations • construction and fabrication • creative arts • natural resources • personal and public services • tourism and hospitality • transportation	Grade 10 (16 level)—10 credits required Grade 11 (26 level)—20 credits required Grade 12 (36 level)—10 credits required
D. Unspecified Credits To meet the minimum credit requirement for the Certificate of Achievement, students must take additional unspecified courses. The number of unspecified credits available will depend upon the student's selection of IOP courses or alternative courses listed in Part A.	

Total Required Credits = 80

* Numbers in parentheses indicate the credit value of each course.

Instructions for Completing the Senior High School Program Planner

- In the column entitled Grade 9 (on the following page), fill in the most current report card marks in each subject. Then, in the optional section, write the names of the optional courses taken in Grade 9 and the marks received.
- Select the Grade 10 required courses and circle the course name, number and credit value in the appropriate columns. Plan a schedule, using the following as guidelines only: Grade 10—suggested minimum, 40 credits; Grade 11—suggested minimum, 35 credits; Grade 12—suggested minimum, 30 credits.
- Select from optional courses available those that will lead to a high school diploma and will help earn at least 40 credits in Grade 10.
- As marks in Grade 10 are received, fill out the Grade 10 marks column. Use these marks as guidelines for planning Grade 11 courses.
- Students must achieve a minimum mark of 50% in a course at one level in order to advance to the next higher course in that program.

Senior High School Program Planner

GRADE 9		GRADE 10			GRADE 11			GRADE 12			
Course Name	Target Marks	Course Name	Marks	Credits	Course Name	Marks	Credits	Course Name	Marks	Credits	Total Credits
English		English 10, 13 (16)		5 (3)	English 20, 23 (26)		5 (3)	English 30, 33 (36)		5 (3)	
Social Studies		Social St. 10, 13 (16)		5 (3)	Social St. 20, 23 (26)		5 (3)	Social St. 30 or 33		5	
Mathematics		P. Math 10 A. Math 10*									
		Math 13, 14 (16)		5 (3)	Math 20 23 24 (26)		5 (3)	Math 30 33 31		5	
Science		Science 10, 14 (16)		5 (3)	Biology 20			Biology 30		5	
					and or Chemistry 20			and or Chemistry 30		5	
					and or Physics 20			and or Physics 30		5	
					and or Science 20, 24 (26)		5 (3)	and or Science 30		5	
Physical Education		Physical Education 10		3, 4 or 5	CALM 20		3, 4 or 5				
Optional Courses		Optional** Courses			Optional** Courses			Optional** Courses			
		Total Credits			Total Credits			Total Credits			

To qualify for a Certificate of Achievement, IOP students must earn a minimum of 80 credits, 67 of which are to be from the occupational clusters on page 4. Ten credits must be taken in each of Grade 10, 11 and 12.

* As of September 1998, students enrolling in Grade 10 can choose from several mathematics courses: Pure Mathematics 10, Applied Mathematics 10 (in some schools), Mathematics 13 (in some schools), Mathematics 14 or Mathematics 16 (in some schools).

** Remember—To earn a senior high school diploma, the selection must include 10 credits in career and technology studies, fine arts, second languages or Physical Education 20–30 and 10 credits in 30 level courses in addition to English and social studies.

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Off-campus Education

Off-campus education is a partnership among schools, employers and students that supports and enhances student learning. The learning experiences provided allow students to expand pathways into the workplace and to explore career interests and abilities. Programs within off-campus learning include:

- Work Experience 15–25–35—This sequence of courses is available to senior high school students. Students work with an employer to complete individually defined learning experiences. One credit is earned for each 25 hours of experience. Students are required to complete the Career Transitions CTR1010 Job Preparation 1-credit course as a prerequisite or corequisite to their first work experience course.
- Work Study—Work study involves having students spend part of their school day in one or more workplaces in order to enhance and extend their classroom learning. This program is available to junior and senior high school students.

Some educational experiences outside of regular school programs may be eligible for senior high school credits; e.g., music courses completed by private study, through the Western Board of Music, the Royal Conservatory of Toronto or Mount Royal College, Calgary. Alberta Agriculture Green Certificate. Consult the student's school for further information.

Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) allows students to begin apprenticeship in any of the 52 trades designated for apprenticeship by Alberta Advanced Education and Career Development while earning an Alberta High School Diploma. Students are indentured as regular apprentices and receive senior high school credits for the RAP courses completed and related to the trade in which they are working. RAP students earn wages for their off-campus work. Students, many of whom begin their RAP experience in Grade 11, are responsible for finding an employer willing to indenture them. Information about the RAP designated trades or any other aspect of the senior high school off-campus programs is available from Alberta Education, Alberta Advanced Education and Career Development or from the local senior high school.

Distance Learning

For courses not offered at the school, students may be able to take a portion of their senior high school program through distance education. The programs use material based on the Alberta program of studies. Instruction is contained within the material and is supplemented by a tutor-marker. Further information on distance learning can be obtained from the local school.

Post-secondary Information

Admissions

School staff are available to assist students in applying to post-secondary institutions. **Students are responsible for becoming aware of post-secondary entrance requirements, application procedures and deadlines. It is also the student's responsibility to request an official Alberta Education transcript be sent to post-secondary institutions.** Request forms are available at schools and should be sent well in advance of application deadlines.

Scholarships

Students can earn a maximum of $1500 toward their post-secondary education through Alexander Rutherford Scholarships. These scholarships are awarded to students when they enrol in post-secondary institutions and have earned an 80% average in five high school courses at each grade level. Students earn $300 in Grade 10, $500 in Grade 11 and $700 in Grade 12, if they meet the following criteria:

Grade 10	Grade 11	Grade 12

Average 80% or more in five subjects
• English 10 or 13, or Français 10
• at least two of
  • Social Studies 10
  • Mathematics 10*
  • Science 10
  • a language other than the one used above at the Grade 10 level (1000 series)
• any two other subjects at the Grade 10 level (1000 series) including those listed above
	Average 80% or more in five subjects
	• English 20 or 23, or Français 20
	• at least two of
	  • Social Studies 20
	  • Mathematics 20
	  • Science 20
	  • Biology 20
	  • Chemistry 20
	  • Physics 20
	  • a language other than the one used above at the Grade 11 level (2000 series)
	• any two other subjects at the Grade 10 level (2000 or 5000 series) including those listed above
		Average 80% or more in five subjects
		• English 30, or Français 30
		• at least four of
		  • Social Studies 30
		  • Mathematics 30
		  • Mathematics 31
		  • Science 30
		  • Biology 30
		  • Chemistry 30
		  • Physics 30
		  • a language other than the one used above at the Grade 12 level (3000 series)

* As a result of senior high school mathematics program changes, this scholarship criteria is under review.

Students typically apply for an Alexander Rutherford Scholarship in the spring of their Grade 12 year, and the award is paid during the first semester of post-secondary studies. Individual school boards, schools, post-secondary institutions, businesses and community organizations also offer scholarships. Parents and students are strongly encouraged to explore additional scholarship sources to help pay for post-secondary education, such as Fellowships for Full-time Post-Secondary Studies in French.

Financial Assistance

Students attending post-secondary institutions may be eligible for a student loan. Information on student loans can be obtained from a school counsellor or by contacting the Students Finance Board, Advanced Education and Career Development, which has offices in both Edmonton and Calgary.

Senior High School Programs of Study

In this section the programs of study are organized by core and optional courses. All students are required to take core courses. Students select from the range of optional courses in keeping with career plans and personal interests.

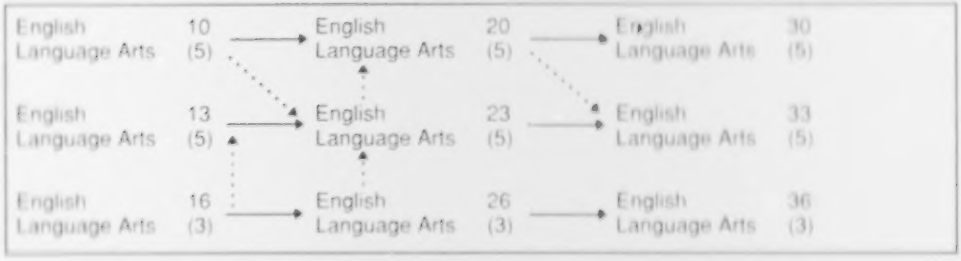
CORE (REQUIRED) COURSES

Students generally take the prerequisite in a course sequence; e.g., English Language Arts 10–20–30. This route is designated by solid arrows. However, Alberta Education recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows.

English Language Arts

In English language arts courses, students are given opportunities to demonstrate their increasing confidence in their use of language and their understanding and appreciation of literature. This is achieved through the integration of the five language arts strands, which include: reading, writing, speaking, listening and viewing. These skills and concepts are developed at each grade level; however, the content of the material is increasingly complex. Students are expected to be able to demonstrate a more sophisticated understanding at each level.

There are three course sequences in senior high school English. Each has been developed to meet the needs, interests, attitudes and future plans of individuals. All these points need to be considered carefully when students are selecting their English programs. Although movement between course sequences is possible, it is important to note that each has a different focus and set of expectations.


English Language Arts 10 (5)
English Language Arts 20 (5)
English Language Arts 30 (5)
English Language Arts 13 (5)
English Language Arts 23 (5)
English Language Arts 33 (5)
English Language Arts 16 (3)
English Language Arts 26 (3)
English Language Arts 36 (3)

In all programs, student development and growth is reflected through their increased ability to:

- understand and appreciate literature, by:
  - exposure to a variety of literature, language and writers
  - learning through the experiences of others
  - recognizing the connection between literature and life
- communicate ideas and feelings, through:
  - written responses, such as essays, journals and other genres
  - oral discussions and presentations
  - visual presentations
- refine and focus critical thinking skills, by:
  - considering purpose and techniques used by the author/artist/producer
  - reflecting on, discussing and responding to materials studied
  - better understanding people and society through the experiences of others

The placement of students into the most suitable course sequence is essential. Learning is most effective when the intentions of the courses and needs of the students are clearly understood by students and parents.

English 10–20–30 (5 credits each)

This is a demanding program designed for students with strong reading and communication skills and an interest in literature. Successful completion of English 30 is a requirement for entrance to most university and some other post-secondary programs. Students should be able to:

- become actively involved with literature, using effective strategies for appreciation, understanding and critical response
- write effectively, using a variety of techniques and styles to suit the purpose and audience
- speak clearly and effectively in a group and for an audience
- evaluate, use and appreciate visual communication
- listen actively for theme, ideas and details, being aware of the purpose of the communication.

A variety of approaches and resources are used in achieving the goals of each program. The content may be taught through literary genres, such as novels, short stories, essays, poetry and drama—Shakespearean and/or modern. Another approach uses themes, such as relationships and stereotypes, the heroic spirit, war and peace, which incorporate the various literary genres. Resources are selected from an approved list, subject to availability.

Completion of English 30 requires the successful writing of a provincial diploma examination.

English 13–23–33 (5 credits each)

This program is designed to help students build confidence as they develop their English language arts skills for school success, future careers and life goals. Successful completion of this program provides access to most certificate/diploma programs in colleges and technical institutions. Students should be able to:

- recognize that the study of literature can fulfill a variety of goals, including reading for information, for understanding, for appreciation and for enjoyment
- write clearly in a manner appropriate to the occasion and grade level, using effective prewriting, researching, organizing and revising strategies
- communicate effectively in groups and for an audience
- understand and evaluate the message and the components that create the message in visual communication
- use the active process of listening to evaluate the spoken message, being aware of the tone, purpose and validity of spoken communication

Completion of English 33 requires the successful writing of a provincial diploma examination.

English 16–26–36 (3 credits each)—Integrated Occupational Program

This program is designed for students who have experienced difficulty with English language arts in the regular program and focuses on the need of the learner to experience success. It assists students in meeting the credit and course requirements of the Certificate of Achievement and parallels materials covered in the previous two programs. Students are provided opportunities to practise functional communication skills for lifelong application. Students should be able to:

- read for a specific, concrete purpose; e.g., follow directions in the completion of a project
- write for clear, practical communication; e.g., a resume and covering letter
- speak clearly and confidently; e.g., interviewing skills
- view visual communication with evident understanding of the message; e.g., recognizing main ideas in a film
- engage in active listening; e.g., participate appropriately in a discussion.

It is intended that students should be able to apply successfully their English language arts skills, concepts and attitudes to other subject areas.

Mathematics

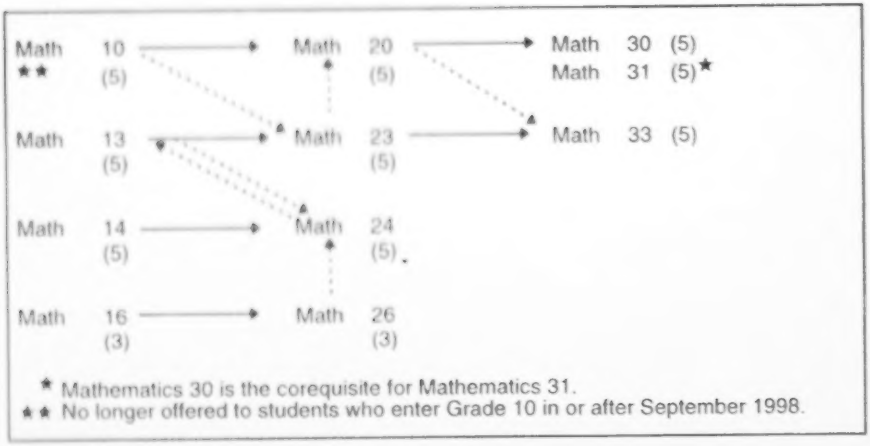
Beginning with some Grade 10 courses in September 1998, and over the next four years, the senior high school mathematics curriculum will change to reflect the Western Canadian Protocol. The present Mathematics 10–20–30 program will be replaced by Pure Mathematics 10–20–30, and the present Mathematics 13–23–33 program will be replaced by Applied Mathematics 10–20–30, with changes in curriculum content to both. Mathematics 14–24 and IOP Mathematics 16–26 are under review.

The main goal of mathematics education is to prepare students to:

- communicate and reason mathematically
- use estimation and mental mathematics, where appropriate
- reason and justify their thinking
- select and use appropriate technologies as tools to solve problems
- connect mathematical ideas to other concepts in mathematics, everyday experiences and to other subjects
- appreciate and value mathematics as an integral component of society

Senior high school students can choose from several mathematics course sequences: Mathematics 10–20–30–31, Mathematics 13–23–33, Mathematics 14–24, or Mathematics 16–26. Each program, beginning at the 16–26 level, is progressively more advanced, with the 10–20–30–31 sequence being the most difficult and demanding. **Students considering post-secondary options should seek guidance when choosing mathematics courses.**

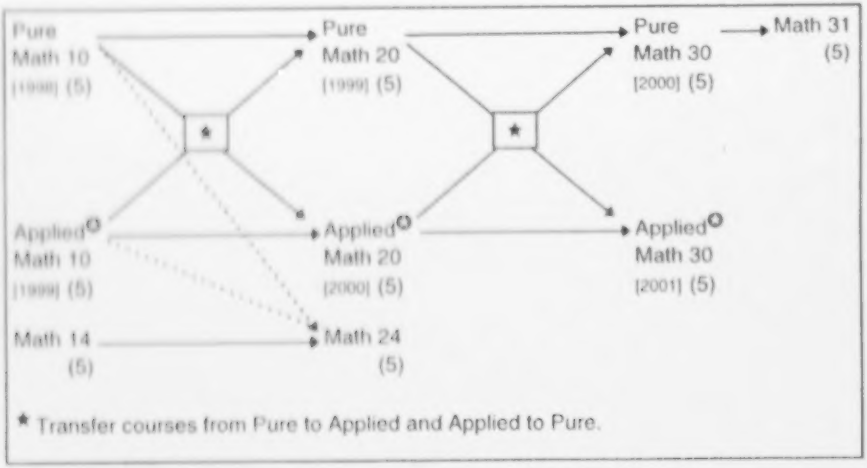
For Students Entering Grade 10 before September 1998



★ Mathematics 30 is the corequisite for Mathematics 31.
★★ No longer offered to students who enter Grade 10 in or after September 1998.

Note: Mathematics 30 and Mathematics 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

For Students Entering Grade 10 in September 1998


Pure Math 10 [1998] (5)
Pure Math 20 [1999] (5)
Pure Math 30 [2000] (5)
Math 31 (5)
Applied Math 10 [1999] (5)
Applied Math 20 [2000] (5)
Applied Math 30 [2001] (5)
Math 14 (5)
Math 24 (5)

★ Transfer courses from Pure to Applied and Applied to Pure.

O These courses may be implemented on an optional basis in the year prior to provincial implementation.

Applied Mathematics 10 and Pure Mathematics 10 (5 credits each)

These courses are based on two, parallel program sequences, one in Pure Mathematics and one in Applied Mathematics, with some material common to both sequences. In Pure Mathematics 10–20–30, emphasis is placed on mathematical theory. The approaches used are primarily algebraic and graphical. In Applied Mathematics 10–20–30, emphasis is placed on applications of mathematics rather than on precise mathematical theory. The approaches used are primarily numerical and geometrical.

Pure Mathematics 10 is to be implemented in all schools in September 1998. Optional implementation for Applied Mathematics 10 is in September 1998, and provincial implementation is for September 1999.

Students in both Applied Mathematics 10 and Pure Mathematics 10 study:

- spreadsheets for number tables and patterns
- line segments and straight line graphs
- scales, triangles and statistical surveys

Students in Applied Mathematics 10 study:

- data tables and trends
- imperial and metric measurement

Students in Pure Mathematics 10 study:

- operations on exponents, polynomials and rational expressions
- irrational numbers, growth patterns and mathematical expectation

Mathematics 20–30 (5 credits each)

This sequence is designed for students with an interest and aptitude in mathematics and for those intending to pursue post-secondary studies at a university or in a mathematics-intensive program at a technical school or college. Students considering post-secondary options should obtain guidance when choosing mathematics courses.

Mathematics 20 is comprised of the following topics:

- radicals and exponents
- rational expressions
- probability
- functions and relations
- quadratic functions
- quadratic equations
- geometry
- trigonometry

Mathematics 30 is comprised of the following topics:

- polynomial functions
- trigonometric and circular functions
- statistics
- quadratic relations (conics sections)
- exponential and logarithmic functions
- permutations and combinations
- sequences and series.

Completion of Mathematics 30 requires the successful writing of a provincial diploma examination.

Mathematics 31 (5 credits)

This is a highly advanced course designed for students entering post-secondary programs that recommend or stipulate it as an entrance requirement. The Mathematics 31 curriculum is comprised of the following required components and their related outcomes:

- precalculus and limits
- derivatives and derivative theorems
- applications of derivatives
- integrals, integral theorems and integral applications.

At least one of the following elective components is included in the Mathematics 31 curriculum:

- calculus of exponential and logarithmic functions
- numerical methods
- volumes of revolution
- applications of calculus to physical sciences and engineering
- applications of calculus to biological sciences
- applications of calculus to business and economics
- calculus theorems
- further methods of integration.

Mathematics 13–23–33 (5 credits each)

This sequence is designed to prepare students for trades and employment, as well as for many post-secondary diploma programs at colleges.

Mathematics 13 (available in some schools)

Students in Mathematics 13 study the following topics:

- number skills
- polynomials and factoring
- coordinate geometry and graphing
- relations
- statistics
- geometry.

Mathematics 23

Students in Mathematics 23 study the following topics:

- powers and radicals
- algebra
- linear relations
- systems of equations
- probability
- geometry
- trigonometry.

Mathematics 33

Students in Mathematics 33 study the following topics:

- powers and radicals
- annuities, mortgages and loans
- statistics
- trigonometry
- polynomials and rational expressions
- relations and functions
- quadratic functions and equations.

Completion of Mathematics 33 requires the successful writing of a provincial diploma examination.

Mathematics 14–24 (5 credits each)

This sequence is designed for students whose needs, interests and abilities focus on basic mathematical understanding. The emphasis is on the acquisition of practical life skills and students are provided with opportunities to improve their skills in working with mathematics.

The mathematics outcomes for both courses are organized into:

- problem solving
- numeration
- geometry
- measurement.

Students in **Mathematics 14** also study:

- ratio and proportion
- statistics and probability
- algebra and graphing.

Students in **Mathematics 24** apply mathematics in the contexts of:

- work
- banking
- transportation
- accommodation
- cost of independence.

Mathematics 16–26 (3 credits each)–Integrated Occupational Program

The Integrated Occupational Mathematics Program is designed to assist students in developing the essential concepts, skills and attitudes of mathematics that are required for responsible participation in the home, the school, the community and the workplace.

The following strands are common to both courses with the 26 level building on the 16 level:

- problem solving
- use of technology
- computation
- number systems and operations
- ratio, proportion and per cent
- geometry and measurement
- data interpretation and display
- algebra.

Students in **Mathematics 26** also study:

- powers and square roots
- work within a coordinate system
- basic probability.

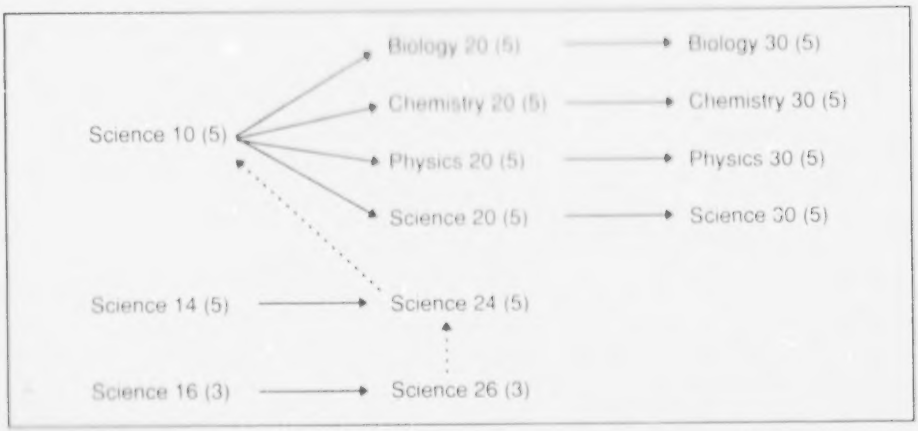
Science

The senior high school science program is intended to help students attain the scientific awareness needed to be effective members of society. The components included are attitudes, scientific knowledge, mathematical/laboratory skills, critical thinking skills, and connections to science, technology and society. Students are expected to be able to operate in the framework of scientific inquiry as they develop their problem-solving abilities and use technology appropriately.

Learning opportunities are made meaningful so students can relate science to their lives in and out of the classroom. This encourages an interest in science as a lifelong learning experience.

The program consists of many courses. Students have several choices depending on their interests, abilities and future goals. See prerequisites chart below.

- Science 10 — Academic Integrated Science
- Biology 20–30 — Academic Specialty Science
- Chemistry 20–30 — Academic Specialty Science
- Physics 20–30 — Academic Specialty Science
- Science 20–30 — Academic Integrated Science
- Science 14–24 — General Science
- Science 16–26 — Integrated Occupational Program Science



All senior high school science courses are centred around four general learner expectations:

- attitudes: an enthusiasm for, and a continuing interest in, science
- knowledge: an understanding of the fundamental concepts of science
- skills: scientific inquiry and appropriate use of technology
- **S**cience, **t**echnology and **S**ociety (STS) connections: how scientific knowledge develops, solving problems and making choices.

Science 10 (5 credits)

This academic course provides students with a unified view of the chemical, physical, biological and earth sciences and an awareness of the connections among them. **Science 10 is the prerequisite for all the academic sciences.**

Science 10

The four topics covered are:

- Energy from the Sun
- Matter and Energy in Chemical Change
- Matter and Energy in Living Systems
- Energy and Change

Biology 20–30 (5 credits each)

This academic program explores the interactions of living systems with one another and with their environment. In Biology 20, the underlying theme is energy and matter exchange. In Biology 30, the emphasis is on adaptation and change.

Biology 20

The four topics covered are:

- The Biosphere
- Energy and Matter Exchange in Ecosystems
- Energy Flows and Cellular Matter
- Energy and Matter Exchange by the Human Organism.

Biology 30

The four topics covered are:

- Systems Regulating Change in Human Organisms
- Cells, Chromosomes and DNA
- Reproduction and Development
- Change in Populations and Communities.

Completion of Biology 30 requires the successful writing of a provincial diploma examination.

Chemistry 20–30 (5 credits each)

This academic program is designed to study matter and its changes. Students, through the study of Chemistry 20–30, are given an opportunity to explore and understand the natural world and to become aware of the profound influence of chemistry on their lives.

Chemistry 20

The four topics covered are:

- Matter as Solutions, Acids, Bases and Gases
- Chemical Bonding in Matter
- Quantitative Relationships in Chemical Changes
- The Diversity of Matter: An Introduction to Organic Chemistry

Chemistry 30

The three topics covered are:

- Thermochemical Changes
- Electrochemical Changes
- Equilibrium, Acids and Bases in Chemical Changes

Completion of Chemistry 30 requires the successful writing of a provincial diploma examination.

Physics 20–30 (5 credits each)

This academic program is designed to study matter and energy and their interactions. Physics 20–30 helps students understand the physics principles behind the natural events they experience and the technology they use in their daily lives.

Physics 20

The four topics covered are:

- Kinematics and Dynamics
- Mechanical Waves
- Circular Motion and Gravitation
- Light

Physics 30

The four topics covered are:

- Conservation Laws
- Magnetic Forces and Fields
- Electric Forces and Fields
- Nature of Matter

Completion of Physics 30 requires the successful writing of a provincial diploma examination.

Science 20–30 (5 credits each)

The Science 20–30 program is designed for the student who is interested in science but does not require specialty courses for post-secondary education.

Science 20

The four topics covered are:

- The Changing Earth
- Chemical Changes
- Changes in Living Systems
- Changes in Motion

Science 30

The four topics covered are:

- Living Systems Respond to Their Environment
- Electromagnetic Energy
- Chemistry in the Environment
- Energy and the Environment

Completion of Science 30 requires the successful writing of a provincial diploma examination.

Science 14–24 (5 credits each)

This program allows students whose success in science has been limited to still successfully meet the credit requirements for an Alberta High School Diploma. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives.

Science 14

The four topics covered are:

- Body Systems
- Investigating the Environment
- Household Science
- Understanding Technology

Science 24

The four topics covered are:

- Disease Defence
- Materials We Use
- Energy Consumption
- Safe Transportation

In each course, there are other optional topics that may or may not be offered.

Science 16–26 (3 credits each)—Integrated Occupational Program

Using a practical approach, this program meets the science requirements of the Integrated Occupational Program. It is designed to enable students to develop entry-level vocational abilities and to recognize the need for lifelong learning. Each of the four themes provides hands-on learning experiences.

Science 16

The four topics covered are:

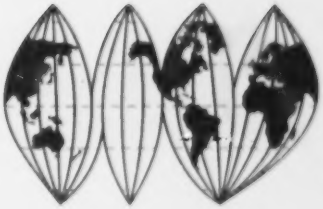
- Systems of the Human Body
- Using Systems and Technologies
- Chemistry for the Consumer
- Caring for Environment and Resources

Science 26

The four topics covered are:

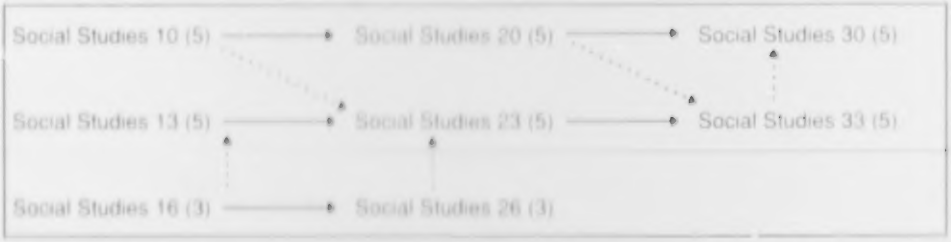
- Personal Health and Lifestyle
- Technology and Transportation
- Materials We Use
- Energy and the Environment

Social Studies



Responsible citizenship is the ultimate goal of social studies. The responsible citizen is one who is knowledgeable, purposeful and makes responsible choices. Basic to the goal of responsible citizenship is the development of critical thinking. The inquiry process, communication, participation and technological skills are emphasized in order to foster critical thinking.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. Current affairs add considerably to the relevance, interest and immediacy of the material and help to foster lifelong learning skills.


Social Studies 10 (5)
Social Studies 20 (5)
Social Studies 30 (5)
Social Studies 13 (5)
Social Studies 23 (5)
Social Studies 33 (5)
Social Studies 16 (3)
Social Studies 26 (3)

Note Social Studies 30 and Social Studies 33 may be taken in the same semester. If this occurs, it is the responsibility of the student to ensure that appropriate arrangements are made to write both diploma examinations.

There are three programs in the social studies curriculum.

In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two course sequences have been developed for this program: Social Studies 10–20–30 and Social Studies 13–23–33. Although the content, skills and attitudes are similar for these two sequences, the expectations for Social Studies 10–20–30 are more challenging, particularly in the depth of concept development, the level of critical and creative thinking, and inquiry skill development. The nature of the approved student resources differs for each sequence.

Social Studies 16–26 has been developed within the Integrated Occupational Program to address the needs of students who have a history of learning difficulties and who learn best through concrete, real life experiences.

Social Studies 10–20–30 (5 credits each)

Social Studies 10: Canada in the Modern World

This course emphasizes the study and appreciation of Canada and the forces and events that have influenced Canada's development. The course also illustrates how responsible citizenship requires an understanding of the structure and function of government. This includes an examination of:

- development of Canada
- national identity
- structure and function of government
- responsible participation
- sovereignty
- regionalism
- citizenship

Social Studies 20: The Growth of the Global Perspective

Students examine how the modern world has been influenced by major ideas and forces that have emerged from nineteenth century experience and how economic growth and development have led to increased global interdependence. It illustrates why a responsible global citizen needs to be aware of the effect history and economic growth have on the interaction of nations. This includes an examination of:

- nationalism
- imperialism
- diversity
- interdependence
- quality of life
- industrialization
- international rivalries and conflict
- disparity
- economic development
- alternative futures

Social Studies 30: The Contemporary World

Students are given an opportunity to acquire an understanding of world political and economic systems, the roles of individuals and groups within these systems, and how these systems have struck a balance between collective good and individual interest. Upon completion of the program, students are expected to be able to understand consequences and alternative choices in twentieth century global interactions since the First World War. This includes an examination of:

- twentieth century global interactions
- motive, consequences and alternative choices
- political and economic systems

Completion of Social Studies 30 requires the successful writing of a provincial diploma examination.

Social Studies 13–23–33 (5 credits each)

Social Studies 13: Canada in the Modern World

Students examine some of the forces and factors that have shaped Canada and developed its unique identity. Students gain an understanding of the rights and responsibilities of citizenship. This includes an examination of:

- identity
- citizenship
- participation in politics and society
- sovereignty
- rights and responsibilities

Social Studies 23: The Growth of the Global Perspective

Students are presented with the opportunity to understand the impact of new ideas and changes, past and present, on society. Students recognize the diversity and interrelatedness of the world. This includes an examination of:

- nationalism
- egalitarianism
- interdependence
- disparity
- economic development
- industrialization
- quality of life
- diversity
- alternative futures

Social Studies 33: The Contemporary World

Students are given an opportunity to acquire an understanding of major political and economic ideas and systems so they can participate as effective and responsible citizens.

Upon completion of the program, students are expected to be able to understand and appreciate how nations have sought to protect and promote their national interests; how individuals and groups contribute to, and are affected by, global interactions; and how these interactions have consequences for their lives and the global community. This includes an examination of:

- political and economic systems
- global interactions in the twentieth century

Completion of Social Studies 33 requires the successful writing of a provincial diploma examination.

Social Studies 16–26 (3 credits each)—Integrated Occupational Program

Social Studies 16

Students gain an understanding of the rights and responsibilities for participation in the Canadian political process and Canadian society. They learn to relate rights, responsibilities and laws to the workplace. This includes an examination of:

- decision making
- resolving disagreement
- Canadian government
- participatory citizenship
- employment
- personal economics
- power and influence
- rights and responsibilities
- tolerance versus prejudice and discrimination.

Social Studies 26

Students gain an understanding of their personal, regional and Canadian identities and how these relate to each other. Students also examine the influence of the global community on Canada and on individual Canadians, and the trends that may influence individual career choices. This includes an examination of:

- Canadian community
- Canadian identity
- historical development
- international involvement
- influences on employment opportunities
- Canadian diversity
- cultural interaction
- Canadian security
- employment opportunities
- community partnerships.

Career and Life Management 20

Career and Life Management (CALM) 20 is a required course for all senior high school students. This course is designed to assist students to organize and shape their life occupationally, financially and socially.

CALM 20 (3 credits)

The core curriculum is structured into six themes:

- Self-management
- Well-being
- Relationships
- Careers and the World of Work
- Independent Living
- Human Sexuality *

  * *Parents may withdraw students from this theme by contacting the local school.*

Schools may expand the core curriculum to 4 or 5 credits by adding one or two of the following modules:

- Dealing with Crises
- Entrepreneurship
- Consumer and Investment Choices
- Cultural Bridges

Physical Education

The main goals of the physical education program are to develop motor skills, applied knowledge, a positive attitude and physical fitness. In addition, the program assists students in developing teamwork and individual skills that are transferable to other areas of their lives. The program recognizes a wide range of abilities and, as such, is student-centred. It is comprised of varying activities with a progression of difficulty and levels of achievement. This philosophy contributes to an active, healthy and productive lifestyle.

Physical Education 10 (3, 4 or 5 credits)

This required course is comprised of the following dimensions:

- Aquatics
- Dance
- Fitness, such as aerobics, calisthenics, circuit training
- Games, such as basketball, broomball, curling, field/floor/ice hockey, flag football, lacrosse, netball, ringette, rugby, soccer, softball, team handball, volleyball, badminton, handball, racquetball, squash, table tennis, tennis
- Gymnastics
- Individual activities, such as archery, cross country running, bowling, golf, track and field, weightlifting and wrestling
- Outdoor pursuits, such as downhill skiing, hiking, camping, orienteering, canoeing, cycling, sailing, cross country skiing, skating, snowshoeing, wilderness living skills.

Learner Outcomes in Technology

Alberta Education has prepared a framework of technology outcomes that students should achieve by the end of grades 3, 6, 9 and 12. Implementation of the technology outcomes will occur in September 2000. The learner outcomes in technology are intended to be integrated in a variety of existing programs, such as English, mathematics, science and social studies. Some students may wish to enrol in specific courses, such as those offered through career and technology studies, for advanced study in a variety of technologies. The information and communication technology outcomes that have been developed are considered basic knowledge and skills that all students will need for preparation for the workplace, for further study and for lifelong learning.

OPTIONAL COURSES

Career and Technology Studies

Career and technology studies (CTS) provides students with practical, hands-on learning experiences in the area of personal interest, applied technology and general career exploration. In CTS, students have the opportunity to use and apply technology effectively and efficiently to solve problems and/or produce usable products within a personally relevant working environment.

Students in career and technology studies are expected to be able to:

- develop skills that can be applied in their daily lives now and in the future
- refine career planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learning developed in other subject areas.

Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Employability skills allow the students to transfer knowledge and technical skills to the workplace. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and effectively and efficiently manage resources, including time. Social skills are improved through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

The career and technology studies program is organized into strands and courses. See the table that follows. A strand is a group of 1-credit courses that support a wide range of career and occupational opportunities within one particular category. From 22 strands, schools select those 1-credit courses that are most relevant for the students and the community. Each course defines the students' expected knowledge and ability after 25 hours of instruction. At the senior high school level, one course, successfully completed equals 1 credit. Courses are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they are expected to be able to demonstrate an increased degree of competency in the course. Students personally choose from the offered courses and progress through a number of activities, completing projects and activities that build upon previous competencies. In senior high school, students can continue to build on what they have learned in junior high school, developing career-specific skills that will help them make a smooth transition into adult roles in the family, community, workplace or further education.

Career and Technology Studies Strands

Strand	No. of Available Courses	Strand	No. of Available Courses
Agriculture	33	Fashion Studies	29
Career Transitions	28	Financial Management	14
Communication Technology	33	Foods	37
Community Health	31	Forestry	21
Construction Technologies	46	Information Processing	48
Cosmetology Studies	58	Legal Studies	13
Design Studies	31	Logistics	12
Electro-Technologies	37	Management and Marketing	19
Energy and Mines	26	Mechanics	54
Enterprise and Innovation	8	Tourism Studies	24
Fabrication Studies	41	Wildlife	17

The CTS program offered in each school will vary depending on availability of staff and facilities, and interests and needs of students, parents and community. Parents are encouraged to visit their local school to determine which CTS courses are being offered.

Fine Arts

The fine arts program, comprised of art, drama and music, encourages and develops personal expression through artistic activities. These programs teach students to appreciate, understand, create, critique and, most of all, to enjoy the products of their own making. The programs provide the opportunity for students to use not only their minds but also their voices, hands and bodies. Art, drama and music enhance the core senior high school experiences and cultivate well-rounded individuals. Content and opportunities within these programs depend upon the resources available to each school.

Art

Art 10 → (3, 4 or 5 credits)	Art 20 → (3, 4 or 5 credits)	Art 30 (5 credits)
Art 11 → (3, 4 or 5 credits)	Art 21 → (3, 4 or 5 credits)	Art 31 (5 credits)

Art 10–20–30

This series of general art courses is primarily a studio-based program emphasizing a variety of media. Students have the opportunity to explore visual expression and establish the groundwork for artistic skills. This program consists of three general areas of visual learning:

- drawings: how visual information is seen and presented; developing technical and critical skills
- compositions: how images are designed; creating meaning visually
- encounters: how visual images evoke responses and interpretation; exploring art across history and tradition.

Art 11–21–31

This series of courses is primarily a nonstudio-based program examining the role of art in our lives, how we create it, and how we react to it. Rather than creating art, the focus is on how and why art has become a central part of our world. The student is given the opportunity to assume the role of insightful critic and art historian. This program consists of three general areas of learning in visual art:

- function: how images are used to express and reflect society's values, beliefs and issues
- creation: the achievements and methods of artists throughout history and in different cultures
- appreciation: how the visual qualities in works of art are seen and responded to.

Drama

Drama 10 (3 or 5 credits) → Drama 20 (3 or 5 credits) → Drama 30 (5 credits)

Drama 10–20–30

Drama 10–20–30 includes eight distinct disciplines, each with its own particular goals and study requirements. Drama provides the opportunity for a thorough introduction to the theatre experience, developing both technical and performance-based skills. Similar to all fine arts programs, drama develops personal expression but goes further by teaching the skills needed to work creatively with others. The following chart shows which discipline areas are required learning for each course level.

	Drama 10	**Drama 20**	**Drama 30**
Disciplines	Orientation	Orientation	Orientation
Movement	yes		
Speech	yes	yes	yes
Improvisation	yes	yes	yes
Acting		yes	yes
Theatre Studies	yes*	yes*	yes
Technical Theatre Design	yes	yes	yes
Playwriting		yes	
Directing			yes

* only when course is offered for 5 credits

Music

Instrumental Music 10 (3 or 5 credits) → Instrumental Music 20 (3 or 5 credits) → Instrumental Music 30 (5 credits)

Choral Music 10 (3 or 5 credits) → Choral Music 20 (3 or 5 credits) → Choral Music 30 (5 credits)

General Music 10 (3 or 5 credits) → General Music 20 (3 or 5 credits) → General Music 30 (3 or 5 credits)

Instrumental Music 10–20–30/Choral Music 10–20–30

Through Instrumental Music 10–20–30 and Choral Music 10–20–30, the student develops musical abilities by playing/singing, listening, reading and creating music. These programs consist of three general areas of learning:

- performing: how musical skills are developed; building knowledge and awareness
- listening: how music is understood; appreciating musicians throughout history
- composing: how musical compositions are created; organizing elements of music

General Music 10–20–30

General Music 10–20–30 is ideal for students interested in nonperformance based musical experiences. Students are required to complete the following components:

- theory: how and why music is produced; appreciating the theory, the history and the sound of music
- music making: music performance leading to self-evaluation; encountering music by playing
- electives: may include the following: Composition, History of Western Music, Music and Technology, World Music, Careers in Music, Jazz Appreciation, Popular Music

Second Languages

Alberta provides a number of language study opportunities that help to develop individual potential and better prepare students for daily living and the challenges of an international world of work and travel. These programs allow students to acquire language skills in situations that reflect life experiences. Students who take second language programs may continue to use their language skills in work, educational or travel setting. Placement in senior high school language programs depends upon individual language proficiency. Students receive 5 credits for 125 hours of course work.

Blackfoot Language and Culture 10–20–30 (5 credits each)
Cree Language and Culture 10–20–30 (5 credits each)

These two programs have three course sequences at the senior high school level, however, students may begin study at an earlier age. Upon completion of a program, students express themselves in speech and have an awareness and appreciation of the oral culture of Natives. The contributions of Elders and other members of the community are an important aspect of each program.

Locally developed and locally approved courses are also available. Contact local schools for information about which language programs they offer.

French as a Second Language

French 13–**10–20–30**–31a–31b–31c
Course sequence in bold print refers to the minimum standard expected upon completion of a senior high school French as a second language program.

The French as a second language program at the senior high school level consists of seven courses. French 13 and 10 are beginning level courses, French 20 and 30 are intermediate level courses and French 31a, 31b and 31c are advanced level courses. Placement in French as a second language courses depends upon language proficiency at the entry levels. For example, a student who has already mastered the beginning level of French before entering senior high school may be placed in French 20 instead of French 10. While the high school leaving level is usually French 30, an advanced proficiency program is also available in some schools. This program consists of French 31a, 31b and 31c.

These courses are sequential, and students demonstrate the appropriate language proficiency before proceeding to the next level.

French 13–10 (Beginning Level Courses), French 20–30 (Intermediate Level Courses)—5 credits each

Students produce and comprehend:

French 13: simple spoken and written statements, using a basic vocabulary
French 10: a greater variety of spoken and written statements
French 20: a series of interrelated ideas on a familiar topic in structured situations
French 30: both simple and complex statements on a variety of topics in both structured and unstructured situations

French 31a–31b–31c (Advanced Level Courses)—5 credits each

Students develop advanced level language skills by:

French 31a: providing main points and supporting details, and understanding and interpreting the main points of a communication
French 31b: generating more complex ideas in a coherent way through various types of communication requiring some spontaneous responses
French 31c: engaging in more extensive and spontaneous communication

German 10–20–30–31 (5 credits each)

This is a three- or four-course sequence depending on the student's level of proficiency upon entering senior high school. The program goals are to promote the development of the knowledge, skills and attitudes required to interact effectively in the German language and to increase awareness of German culture worldwide.

Italian 10–20–30 (5 credits each)

This is a three-course sequence. Students acquire basic communication skills, develop cultural sensitivity and originality and creativity in language use.

Japanese Language and Culture 10–20–30 (5 credits each)

This is a three-course sequence; subdivided into five stages each of which has five sublevels. The five stages are Introduction to Japan, Japan Today, Japan and the World, Japan Tomorrow and a specialized area of study. Upon completion of the program, students achieve a minimum of all five levels at Stage Three, if they are not native speakers. If they are native speakers, they master all five levels at Stage Five.

Latin 10–20–30 (5 credits each)

This is a three-course sequence with an emphasis on language history. Students gain a knowledge of vocabulary and grammar as they relate to modern languages, as well as an appreciation of Latin's impact upon the history of language in general.

Spanish 10–20–30 (5 credits each)

This is a three-course sequence. Students develop basic communication skills, cultural sensitivity and originality and creativity in language use.

Ukrainian 10–20–30 (5 credits each)

Ukrainian 10-20-30 is a three-course sequence. Students who began the study of Ukrainian in junior high school should follow the Ukrainian 10S-20S-30S sequence. Upon completion of the programs, students are able to express themselves on familiar topics in speech and in writing and read for information, as well as appreciate and understand the Ukrainian culture.

Physical Education 20–30 (3, 4 or 5 credits each)

Physical Education 20

This optional course is an extension of Physical Education 10, and natural abilities and skills are enhanced. This course is comprised of the following required dimensions:

- fitness
- a minimum of three other dimensions, as listed in Physical Education 10

Physical Education 30

This optional course is an extension of Physical Education 20, and natural abilities and skills are further enhanced. This course is comprised of the following required dimensions:

- fitness
- a minimum of two other dimensions, as listed in Physical Education 10

Frequently Asked Questions

Question: What is a credit?
Answer: One credit is equivalent to the learner outcomes that most students can achieve in 25 hours of instruction. Students in Alberta are required to earn 100 credits to qualify for an Alberta High School Diploma.

Question: Do students have spares?
Answer: Students may choose to have study periods in senior high school depending upon their school's policies/guidelines. It is very possible for students to complete their high school diploma successfully and to have spares, particularly in their Grade 12 year.

Question: How do students know which courses to take to prepare for post-secondary education?
Answer: Students who have identified their post-secondary plans should consult a calendar from the post-secondary institution of their choice and make sure that they have the necessary prerequisite senior high school courses. Students should check each year for current information.

Question: Are tutors available?
Answer: The best source of help for students is their classroom teacher. If extra tutoring is required, this is usually arranged privately at parental expense. Schools may be able to help by providing information about tutors.

Question: Do students need to take all courses in the same sequence? (e.g., Drama 10–20–30)
Answer: No. Students are welcome to take a variety of courses. They are restricted only by the prerequisites required for each course.

Question: Is a second language a requirement for university entrance?
Answer: This is not a general requirement for Alberta universities. However, a second language can be used as an academic subject for entrance to several programs and in calculations for scholarships. It may also be used to calculate the academic average. Certain post-secondary faculties may require a second language.

Question: What happens if a Grade 12 student is short of credits after the first semester?
Answer: It may be possible for such a student to complete the diploma requirements by taking extra courses, an extra semester, summer school, night school or distance learning. Please consult the student's school for assistance.

Question: Can a student return to senior high school to complete a high school diploma or upgrade courses following Grade 12?

Answer: *All students who are 19 or under as of September 1 of a school year have the right to attend school. School boards can designate specific schools for returning students.*

Question: Can parents request that their children have a particular teacher for a course?

Answer: *Most schools attempt to accommodate individual requests but are sometimes restricted because of enrolment and scheduling concerns.*

Question: How can I best assure that my child will have a positive experience in senior high school?

Answer: *Parents and teachers share a commitment to lifelong learning. Ongoing communication among parents, teachers and students is one way of ensuring success.*

Question: What does it mean to challenge a course?

Answer: *Students who believe that they have already achieved the learning outcomes for a senior high school course and can demonstrate their achievement may ask the school about how they can receive credits for the course without actually taking it. Normally, a course challenge will apply only to a course that is at a higher level in course sequence, or is at a similar level in an alternative course sequence. This does not apply to diploma examination courses.*

Question: Are there provisions for special needs students writing a diploma examination?

Answer: *Yes. Contact the local school.*

Feedback

Curriculum Handbook for Parents

Senior High School

We would like to know what you think about this handbook. Are you a

_____ Parent

_____ Teacher (please indicate level) ___ Division 3 ___ Division 4

_____ School Administrator (please indicate level) ___ Division 3 ___ Division 4

_____ District Administrator

_____ Other (please specify) _____

1. I found this document

_____ extremely useful

_____ useful

_____ somewhat useful

_____ not very useful

2. What could be done to make this handbook more useful?

3. Other comments and suggestions

Thank you for your feedback.

Please send your response to:

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